**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 2.OA.2**  **The Envision Lesson: Topic 2 Lesson 2.3** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMEN**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
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| **ANTICIPATORY SET** (5 MINUTES) | |
|  | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context?   Using a visual aid for representation, relate the words “near double” to the word “double”. Show many examples and compare them to see which examples are which. You should also explicitly explain non-examples of a “near double”.  Create a “Vocabulary Word Wall” of current words on the board for students and teacher to refer to on a daily basis. The word that the teacher taught yesterday can be referred to the following day. The words are added and removed on a regular, daily, weekly basis. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Students can use any type of manipulative, beans perhaps, and build a doubles addition problem. Then they can be directed to add one to either addend to make a doubles plus one problem.  Building the number sentences on a comparison mat will help students further solidify the concept.  What changed when you made a near double fact with your beans?  How is the pattern different when you changed from a doubles fact to a near doubles fact? | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  On a sheet prepare a visual aid for the students to draw the comparisons. Make the comparison boxes small so that several will fit on a page. Have the students draw double comparisons with one color, then draw the “adding one” piece with another color.  What changed when you mad a near double fact with your beans?  How is the pattern different when you changed from a doubles fact to a near doubles fact?  Does this happen with every doubles fact?  How does knowing your doubles fact help you with learning near doubles facts? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  On the same worksheet used in the representational activity, on a line under each comparison box, students will write the numerals to represent the objects. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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